THE GIFTED CHILD QUARTERLY

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CONTENTS

PROGRAM—SEVENTH ANNUAL MEETING OF THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN....Pages 3, 4, 5

ADVANCE REGISTRATION BLANK.....Page 6

ACTIVITIES OF LOCAL NAGC CHAPTERS.. 9

INFORMATION NEEDED 9

HELPING THE GIFTED UNDERACHIEVER THROUGH THE ACQUISITION OF STUDY SKILLS 10
Ray Waisman

TEACH YOUR CHILD HOW TO STUDY..... 13
Extracts from
"Studying for Your Navy Wings"

CUES TO SUCCESSFUL STUDY..... 18
J. Ned Bryan and Bruce Shertzer

BOOK REVIEW 25
John Pearson

SIXTH ANNUAL ESSAY CONTEST..... 26

NOMINATIONS FOR NAGC OFFICE..... 26

NAGC REGULAR FEATURES

PRESIDENT'S MESSAGE..... 7

NOTES AND NEWS..... 8

YOU WILL WANT TO READ..... 24

Ser. Dept.
APR 1 4 1960

PUBLISHED BY THE NATIONAL ASSOCIATION OF GIFTED CHILDREN

NAGC

FOR A BRIGHTER WORLD TOMORROW MOTIVATE THE GIFTED CHILD TODAY

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PROGRAM

SEVENTH ANNUAL MEETING OF THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

April 27-30, 1960

Hotel Lucerne — Miami Beach, Florida

WEDNESDAY EVENING, APRIL 27, 1960

7:30 P.M. REGISTRATION, in the Lobby

8:00 P. M. BOARD MEETING, Geneva Room

Presiding: WALTER BARBE, NAGC President, Professor of Education, University of Chatanooga, Chatanooga, Tenn.

THURSDAY MORNING, APRIL 28, 1960

8:30 A.M. REGISTRATION (continues throughout the day)

10:00 A.M. RESEARCH PAPERS, Auditorium, Lindsey Hopkins Bldg., 2450 S.W. First St., Miami, Fla.

Invocation

Chairman: JOHN S. PEARSON, Senior Psychologist, Mayo Clinic, Rochester, Minn.

"Identification, Development, and Utilization of Human Talents"
JOHN C. FLANAGAN, Professor of Psychology, U. of Pittsburgh, and The American Institute for Research

"Effects of Special Training on the Achievement and Adjustment of Gifted Children"
NELLIE D. HAMPTON, Associate Professor of Education, Iowa State Teachers College

"Outstanding Secondary School Students in Science and Math"
MARY PILCH, Foundation Consultant, Mechanics Arts High School, Board of Education, St. Paul, Minnesota

THURSDAY AFTERNOON, APRIL 28, 1960

2:00 P.M. RESEARCH PAPERS, Lindsey Hopkins Bldg.

Chairman: MARY PILCH

"The Program for Gifted Students at St. Paul"
R. PHILIP HUGNY, Assistant Director, Advanced Studies Program, St. Paul School, Concord, N. H.

"The Gifted Drifter"
LEROY GARRETT, Asst. Professor Philosophy, MacMurray College, Jacksonville, Ill.

"Intellectual and Emotional Climate in Families Procuring Eminence"—Preliminary Findings
MILDRED and VICTOR GOERTZEL, NAGC President Elect, and Research Director, Fountain House, N. Y., N. Y.

5:00 P.M. WELCOMING SOCIAL HOUR, Bandbox Lounge, Lucerne

8:00 P.M. BOARD MEETING, Geneva Room

FRIDAY MORNING, APRIL 29, 1960

8:30 A.M. REGISTRATION, Lobby

9:30 A.M. PANEL DISCUSSION, Auditorium, Lindsey Hopkins Bldg.

Chairman: JEFF WEST, Director of Curriculum and Instructional Services, Dade County Public Schools, Miami, Florida

"The Varying Role of Supervisors and Directors for Gifted in School Settings"

GLADYS GRIMJES, Consultant for the Rapid Learner Program, Fort Dodge Public Schools, Fort Dodge, Iowa

ARLENE S. EHERTS, Counselor, Gifted Child Program, Daytona Beach, Florida

PHILIP E. KRAUS, Director the Gifted Child Project, City of New York, N. Y., Division of Elementary Schools

FRIDAY AFTERNOON, APRIL 29, 1960

3:00 P.M. STATE PROGRAMS FOR THE GIFTED, Auditorium, Lindsey Hopkins Bldg.

Chairman: C. D. KILLIAN, Professor of Education, W. Carolina College, and Chairman Commission to Study the Public Education of Exceptionally Talented Children for the State of N. Carolina

Participants: VIRGIL S. WARD, Director Southern Regional Project for Education of the Gifted, School of Education, Charlottesville, Virginia. (Project financed by Carnegie Corp. of N. Y.)

H. H. BIXLER, Professor of Education, W. Carolina College, Member of N. Carolina's commission to study the gifted

ANN F. ISAACS, Exec. Dir. NAGC, Reporting on an Overview of State Programs in U.S.A.

FRIDAY EVENING, APRIL 29, 1960

6:00 P.M. DINNER MEETING, Geneva Dining Room

Invocation

Greetings: JOE HALL, Superintendent, Dade County Schools, Fla.

Acceptance: WALTER BARBE, NAGC President

Program: Presidential Address

SATURDAY MORNING, APRIL 30, 1960

9:30 A.M. SPECIAL SESSION FOR PARENTS OF GIFTED AND THOSE WHO WORK WITH PARENTS, Miami Senior H. S., 2450 W. First St.

Chairman: VICTOR GOERTZEL, NAGC President Elect and Research Director, Fountain House, New York, N. Y.

Movie: "The Gifted Child Program of Winston Salem City Schools, N. Carolina"

C. DOUGLAS CARTER, Director of Special Services, Winston Salem, N. C.

10:30 A.M. PARENTS FORUM

"Living with Gifted Children"

Participants: MRS. MORRIS WAISMAN, State Chairman of Exceptional Children, Florida Congress of Parents and Teachers

Others to be announced

12:00 NOON CLOSING LUNCHEON, Alpine Room

Benediction

Business Meeting

Presiding: WALTER BARBE, NAGC President

Reports from Local NAGC Chapters

Presentation of Charters to New Chapters

Certificate of Honor to Iris Chew, Tucumcari, H. S., N. M., Author of winning Essay, "Guidance for the Gifted"

Citations of Merit to outstanding teachers or other persons who have performed commendable service for gifted children in their communities (PLEASE FORWARD NAMES OF SUCH INDIVIDUALS OR GROUPS TO NAGC HEADQUARTERS)

SPECIAL FOR THOSE ATTENDING THE CONVENTION

Two very gracious invitations have been extended to NAGC members and friends. The first is from Mrs. Arlene S. Eherts, Counselor of Gifted Child Education for Volusia County Public Schools, Daytona Beach, Florida. She cordially invites us to visit The Instructional Enrichment Center, 1245 Willis Ave., Daytona Beach. The second invitation is from William Guild, Director of the Science Center, St. Petersburg, Florida. Mr. Guild has done an especially commendable job with boys and girls interested in science at the elementary age, and has recently acquired a new building to house his displays. Both programs have received wide publicity, and are worthy of further exploration.

SEVENTH ANNUAL MEETING OF THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

April 27-30, 1960

Hotel Lucerne — Miami Beach, Florida

Advance Convention Registration

NAGC MEMBERS

$AVE.....$AVE.....$AVE

Register now for the Annual Meeting. A convention package is available consisting of current books, publications, bibliographies. The retail value of these packets alone is not less than $5.00. Paid up NAGC members who register now, pay only $5.00 ($6.00 at the convention), if ordered before April 10, 1960.

In addition unusually good hotel arrangements have been made. If you stay at the Lucerne on the MAP plan, there will be NO additional charge for the luncheon and dinner meetings. Ample accommodations exist at other hotels for those who prefer to make their own arrangements.

ADVANCE REGISTRATION FORM

____$5.00 for members, $8.00 non-member

____$10.00 suggested advance hotel deposit

____$5.00 DINNER MEETING*

____$2.00 LUNCHEON MEETING*

____$1.00 SINGLE MEETING

*no additional charge to MAP guests of Lucerne

____$5.00 NAGC MEMBERSHIP

$____TOTAL ENCLOSED

I should like the following hotel accomodations:

Modified American Plan (MAP)
breakfast and seven course dinner

____$11.00 Single Room
____$14.00 Double Room
($7.00 per person)
____$20.00 Triple Room

European Plan
No meals

____$ 8.00 Single Room
____$ 8.00 Double Room
($ 4.00 per person)
____$11.00 Triple Room
Suites available

NAME_____POSITION_____

ADDRESS_____

CITY_____STATE_____

I (WE) WILL ARRIVE (DATE)_____

TIME:_____NO. OF PERSONS____

PLEASE MAIL CHECK TOGETHER WITH THIS FORM TO:
Mrs. Edwin Neu, NAGC Registration Chairman
3368 Fiddlers Green
Cincinnati 11, Ohio

PRESIDENT'S MESSAGE

The annual meeting has been finally set for Miami. At that time your new president will take over, but I shall certainly remain an active member of the National Association for Gifted Children. Mrs. Isaacs will no longer have to send the regular letter stating, "The President's message is overdue again."

The past two years have been good years for the gifted child. More and more people have become interested in doing something about the gifted child. More and more programs have been established for them. Perhaps the most important change of all, however, is the attitude of the general public towards the child who is intellectually different. We cannot deny that Sputnik aided us in this long time battle to awaken public interest in the mentally superior child. Regardless of the cost of the change, this new attitude is a good one. The future of many individual children will be brighter, as well as the future of the entire country.

The change in attitude for the gifted has resulted in the establishment of many local programs. In Chattanooga, Tennessee, The Junior League has established a Talented Youth Program. Utilizing resources and volunteers within the community, enrichment opportunities are being offered to a large number of our talented youth. In the area of electronics, a citizen volunteered to teach nine sessions. Expecting a class of twenty, word was sent to all of the high schools in the area. Meeting two hours on Thursday every other week, one hundred and seventy-nine high school students appeared at the first session. After the sightseers were gone, the class settled to a permanent enrollment of about one hundred and twenty-five. The students received no grades, no credit, but attend only to obtain the knowledge. A small group in creative writing is producing enough interest in this area to justify a greatly expanded program. One of the local high schools is offering a laboratory science course for primary grade children one afternoon each week. High school students work with the primary children, under the supervision of the regular full-time teacher. In cooperation with the Adult Education Council, Great Decisions, 1960, is being offered to highly talented high school students. In the local hospitals a course in bacteriology is being offered to fifth and sixth grade children.

As Director of the Talented Youth Program, utilizing the resources of the community in aiding our talented children toward a more enriched education is the job which I have cut out for me. As Director of the Talented Youth Program, it is my responsibility to bring together all the resources that are in our community. And so, as I pass on the presidency of the National Association for Gifted Children, I assume a new role in my own community. It may be many years before the direct results are recognized in such a program, but it is with the utmost confidence that the rewards will be great, which makes me willing to devote my time and efforts and ask others to devote their time and efforts to this project.

See you all in Miami in April.

Walter B. Barbe, President NAGC

Notes and News

IN CONNECTICUT

"Wooster School offers each year two Alumni Scholarships for secondary school boys of outstanding academic ability and personal qualifications. Scholarship winners are selected by means of Secondary School Admissions Tests, personal interviews and past academic and personal records. The actual cash award of the scholarship is based on individual financial need. There is no restriction of race or creed in either the school admissions policy or in scholarship awards. Further details may be obtained from the Director of Admissions, the Wooster School, Danbury, Connecticut.

Dr. Pearl Rosenstein attended and participated in a workshop for Gifted held at Yale University last December. The meetings were under the sponsorship of The United States House of Representatives and findings were presented at a Committee Hearing.

IN NEW JERSEY

Plans are underway to officially welcome (at the NAGC annual meeting of NAGC) the Bergen County Association for Bright and Gifted, the first NAGC Chapter of New Jersey. Members include: Mrs. C. Brawer, Mrs. Faith Y. Fowlkes, Mrs. L. J. Stiles, Pres., Mrs. Thomas Lamb, first vice Pres., Mrs. George Osterbye, second Vice Pres., Mrs. P. Genicola, Publicity, and Mrs. William Lincoln, Treasurer.

Cedar Grove is the scene of the formation of a new Committee for Academically Talented Children. NAGC member, Mrs. Alexander S. Kohanski is acting as Temporary Chairman. Interested persons are invited to contact her at 5 Meadowbrook Lane.

IN OKLAHOMA

A workshop in the study of the gifted child will be held on the campus of the University of Oklahoma. These classes will be held under the leadership of Margaret DeWitt, and are scheduled for June, 1960.

IN PENNSYLVANIA

Dr. R. Nelson Hale, Chairman of the Secondary Division, of State Teachers College, Slippery Rock, Pennsylvania, is heading a workshop for teachers of the Academically Talented. The dates of the workshop are June 6 to 24th, 1960.

IN UTAH

Dr. R. J. MacCurdy, Associate Professor of Education, Utah State University, who was founder and chairman of the Board of the Florida Association for the Gifted, has been instrumental in the newly formed Northern Utah Association for the Gifted.

IN WASHINGTON D.C.

There is an 18% increase in the number of requests for materials for the 19th Science Talent Search, Dorothy Schriver, Executive Secretary of Science Clubs of America reports. Over 33,000 sets of entry materials were sent to teachers and counselors of outstanding high school seniors who planned to participate in the program.

The National Symphony whose director is Howard Mitchell announces the Fifth Annual Merriweather Post Contest open to high school students of the violin, cello, and piano. For further details please write to Mr. Mitchell, Hotel Roosevelt, 16th and V. Sts., Washington 9, D.C.

IN WASHINGTON STATE

Mrs. Ben Hovde who teaches at Castlevale School, in Selah has taught her second grade pupils Spanish during after school hours. In addition she has given freely of her time in meeting with both PTA and administrative school groups who were interested in increasing their knowledge of the gifted.

Dr. Lloyd D. Andrews, State Superintendent of Public Instruction has sent announcements to all state Superintendents announcing a conference on Education of Gifted Pupils, June 13-17, 1960. Participants will be limited to 150, with approximately one third of this number invited to attend with expenses paid.

IN WEST VIRGINIA

Miss Lilian Wolfe, Director of Art for the Cabell County Public Schools of Huntington is in charge of arrangements for that school system's seminar on the gifted child. Both teachers of heterogeneous and homogeneous classes will be attending the seminars, scheduled to run for fourteen weeks during the spring months.

ACTIVITIES OF LOCAL NAGC CHAPTERS

THE CINCINNATI CHAPTER OF NAGC has formed a Speaker's Bureau under the Chairmanship of Mrs. Albert G. Friend, 3920 Hunley Rd., Cincinnati 44, Ohio. Lay and professional groups interested in learning more about the gifted are invited to contact the Speaker's Bureau for program assistance. Speakers and their topics are:

THE GIFTED PRIMARY SCHOOL CHILD
Martha J. Manthey, teacher, North Avondale School

THE GIFTED UPPER ELEMENTARY SCHOOL CHILD
Ted Wuerfel, principal, Lotspeich School

THE GIFTED JUNIOR HIGH SCHOOL STUDENT
Paul R. Rollins, principal, Schroder Junior High School

THE GIFTED HIGH SCHOOL AGE CHILD
Richard W. Mechem, principal, Walnut Hills High School

LITERATURE AND THE GIFTED CHILD
Alma Heineman, teacher, Kennedy School

ENCOURAGING THE CHILD GIFTED IN ART
Edwin Neu and Vernon Rader, Art Directors, The Procter and Gamble Company

MUSIC AND THE GIFTED CHILD
Betty Gerold, teacher, Finneytown School

SCIENCE AND THE GIFTED CHILD
Kenneth Vordenberg, Supervisor of Science, The Cincinnati Public Schools

ORGANIZATION OF SCHOOL PROGRAMS FOR THE GIFTED
Kenneth Kyle, Director Psychological Services, Princeton School District

THE GIFTED IN WORLD LEADERSHIP, THE C I S V PROGRAM
Dr. Doris T. Allen, founder of C I S V, W. P. Matthews, Ex. Dir. of U.S. for C I S V

THE MENTAL HEALTH OF THE GIFTED CHILD
Dr. Anna Ornstein, psychiatrist, Child Guidance Home

TODAY'S GIFTED CHILDREN, THEIR PROBLEMS AND NEEDS
Ann F. Isaacs, Executive Director, The National Association for Gifted Children, and editor THE GIFTED GUILD QUARTERLY.

BERGEN COUNTY CHAPTER OF ASSOCIATION FOR BRIGHT AND GIFTED CHILDREN

On Jan. 27, 1960, Dr. Joseph Bundy, Associate Professor of Physiology and Anatomy, at Fairleigh Dickinson College, Teaneck, New Jersey, spoke at BCABGC meeting to a group of educators and parents on "A Need for Science Coordinators in the Elementary School." Dr. Bundy is also the volunteer leader of our Science Club.

In addition to the Science, Astronomy, Chess, Junior Audubon, and Stamp Collecting Clubs, two new clubs were formed this month. The Anthropology Club, led by Dr. Michael Charney, a member of the American Anthropoligical Society, will start in Feb. It will cover physical anthropology, archaeology, and linguistics for children up to 14 years old. Dr. Charney is listed in Men of Science. The Mathematics Club will be led by a parent, Mr. Eugene L. Boisvert, an N.B.C. Engineer.

Dr. Florence Brumbaugh, former principal of Hunter School for Gifted Children intends to mention our organization when she speaks at the C.E.C. meeting in Los Angeles in April.

Mrs. L. J. A. Stiles, Pres.
75 Andover Ave.
Dumont, New Jersey

INFORMATION NEEDED

The Porter Sargent Co. of Boston is preparing a Directory of Schools for the Gifted. In order to make this information as complete as possible, the following is needed:

1. Detailed information about the Hawthorne School in Washington, D.C., directed by the OVRS.
2. Detailed information about the Hamilton Country Day School, Charlton, Mass. Indirect reports have been excellent, direct communications do not seem to reach them.
3. The address of Mr. Walter Breen, of the Hollingworth School, letters addressed to him have been returned unopened.

Please respond directly to Porter Sargent, 11 Beacon St., Boston 8, Mass.

HELPING THE GIFTED UNDERACHIEVER THROUGH THE ACQUISITION OF STUDY SKILLS

FROM THE EDITOR

The contents of the current publication are devoted to the problems of study. Mrs. Waisman presents the thoughts of a parent. The other two articles provide material which it is hoped will prove of help at various grade levels. The material from the Naval Bulletin STUDYING FOR YOUR NAVY WINGS, Dr. Killian and his staff found helpful in the work which was done with gifted upper elementary age children in the summer demonstration classes at W. Carolina College. Dr. Bryan and Shertzer's material contains cues for the establishment of successful study habits for the talented high school age child.

For some gifted children knowledge of study methods appear almost innate. One little three year old had such a pervasive interest in law that he could often be observed as he toddled about carrying one of his father's heavy law books, insistently requesting: "Daddy, teach me Law." He grew up to be a judge incidentally.

Other gifted children never do succeed in learning to study. They discover that acceptably passing grades can be received with only slight and casual application on their part. A gifted college age student, twice flunked out of two separate universities, confessed to the counselor that his problem resided in not knowing how to study. High school study consisted of merely opening up the book a few minutes before class to scan the needed assignment. College proved more difficult, but his lack of preparation made him unable to acquire the skills needed to master the advanced work. Neither his teacher-mother, M.D.-father, nor the boy himself are particularly happy with the vacuum cleaner salesman career for which he temporarily settled, but is still pursuing ten years later.

Quite obviously the problem of underachievement is a many faceted one, with mastery of proper study skills but a part of the complex whole. ***It is hoped that for those gifted children who need improvement here, the pages which follow will be of specific help to them, their teachers and their parents.***

Ann F. Isaacs, Executive Director
THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

The article written by a parent "Teach Your Child How to Study", is presented in lieu of The Parents' Page. Readers are urged to share ideas that may be of help or interest to parents. Please send contributions for The Parents' Page directly to: Mrs. E. J. Dryer, 3616 Davis St., N.W., Washington, D.C., who edits The Parents' Page.

TEACH YOUR CHILD HOW TO STUDY

Ray Waisman

New world problems and new expansions of our knowledge are bringing popular interest back to the importance of academic learning. And so, once more, parents must re-examine their role in the education of the child. Where does the family stop and the school begin? Whose responsibility is it to see that the child is learning? Will an easy attitude toward study prepare our children for the future?

The full power of our minds is not yet known and will make interesting research for generations to come. A serious approach to learning, however, is fast becoming the order of the day.

There is, of course, no royal road to learning. No one learns everything easily. Everyone learns fastest those things which have special meaning or importance for him. A true desire to learn increases the efficiency of the learning process.

It is the duty of parents and teachers to motivate proper learning. Why is a subject to be learned? How is it related to the student or to his background? Each course gains significance and importance through an understanding of its relationship to other fields of knowledge. Encourage your child to learn!

THE PRE-SCHOOL CHILD.—Ideas are the most lasting food you can feed your child. Academic learning involves books. There is a saying that "Happy is the child who is reared in an atmosphere of books." Are books important in your home? They need not be many, but they must be important. Your child should also have access to a public library; help him to use it.

THE CHILD IN ELEMENTARY SCHOOL—Your child will not have homework when he first starts school, but he will carry home ideas that he has picked up at school. He will fix them in his mind by repeating them. Listen! If he has overcome a problem, if he has achieved a goal, rejoice with him. Is arithmetic important? Yes! Approve it! Does the reading keep getting harder and harder? Every improvement is a victory. Line your child up with progress—his own progress!

When homework is assigned, a definite time—preferably earlier rather than later after school—should be set aside for doing it. This must be done in spite of music, dancing lessons, play rehearsals, Boy Scout meetings, and all the social activities that may take us out of our homes and into our communities after our basic work has been taken care of. By and large, studying and home work should be a home project—done at home. While committee work on projects may be assigned at the junior high school level, most academic learning is accomplished by the individual, alone.

THE HIGH SCHOOL STUDENT. — Time budgeting is essential to academic success. In an examination, the student should survey the instructions and the questions, relax, reread the instruction, and then make every minute count with the answers that he knows. Toward the end of the period, the answers that did not strike him at first may come to him, but in the event, he will have used his time to the best advantage if he has completed the answers he really knows. Time permitting, the student should re-read his answers before turning in his paper.

Planning will also save time on homework. Before starting his homework, the student should read over the notes he took in class. He should also re-read the assignment to be sure that he is doing accurately what was assigned. To organize the subject in his mind, he may first survey the reading to be done in a general way. Subtitles sometimes give a clue regarding the high points of the lesson, and they may establish in his mind the purpose for the reading. The reading itself gives the facts. To emphasize important points, some students underscore words or

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Mrs. Waisman is a former St. Louisan and a graduate of the University of Missouri. She is married to an outstanding *(Editor's note: If this is how his wife thinks about him, he must be so regarded by many patients as well.)* dermatologist, Dr. Morris Waisman, and they have three daughters, Alice, Margaret, and Rosemary. Dr. and Mrs. Waisman have resided in Rochester, Minn., and Chicago, Ill., but settled in Tampa, Fla., after World War II. Mrs. Waisman serves on the board of the Florida Congress of Parents and Teachers as chairman of Exceptional Child Education.

phrases in the textbook (if it happens to belong to them personally and is not public property); others take notes; and still others make an outline. A mental summary of the lesson in one or two sentences just after the reading often helps to fix it in the mind.

THE ATMOSPHERE FOR STUDY.—Parents can do much to prepare the background for the child's studying. First, prepare a table or a desk space for his use, and don't clutter it up. Your child will work best at a table not too crowded with unrelated materials on it. If he has a study space, he will be less likely to lose or mislay his papers and books.

Next, though this is 1960 and not the "olden times" that all parents hail from, your child should not have a radio or TV to amuse or distract him while he studies. Even good minds are usually one-track minds: they can study when they study, and they can loaf when they loaf, but they can't do both at the same time. If you're really concentrating, you don't have room in your mind for background music.

Third, arrange good lighting for your child's studies. A poor light makes a difficult book seem much more difficult—and dull!

Fourth, insist that your child keep track of his school equipment. If he has to stop to sharpen a pencil, or to hunt high and low for a pen, he can kill plenty of time that had better go into studying.

Fifth, discourage doodling while the child is doing his homework. Doodling is an outlet, but let your child work off his repressions some other way, some other time. Insist that he leave his books and notebooks undecorated with his art work (unless, of course, he is taking art and such a task is assigned).

Sixth, discourage phone calls during the time for homework. At best, phone calls are an interruption. With a teen-ager they can mean 45 minutes' delay.

Children inherit the art of procrastination easily, but it still behooves parents to urge their children to DO IT NOW. A school project which is due in two weeks really should be started today, and continued tomorrow, and revised the third day, and so on. It should not be done the last day.

Cramming is taboo. Your child will not learn as much as he should have learned if he starts at the last minute. Psychologists cite their "rule of distribution of effort": they show that a long period of study at one particular time is less effective than the same amount of study broken into shorter periods. (That is why music teachers require daily practice.)

Learning does not involve irrelevant details. The main ideas about a subject, when properly organized in the student's mind, will bring recall of relevant facts when the occasion requires it.

Not all reading should be heavy reading, as not all reading serves the same purpose. For light reading, skimming is permissible. For proofreading, no commas or misspelled words should escape detection. Some students read the conclusion of certain articles before the main body to see if the subject is pertinent to the study at hand.

Not all students have equally good memories, but good students are selective about the memories they store. Remembering involves both concentration and association. Knowledge itself has no meaning except as it is tied up with previous knowledge or experience. For retention, a mnemonic aid may be used, such as "Every good boy does fine" for the e g b d f of the treble clef.

Repetition tends to fix associations. Brief reviews of what has already been learned should be made periodically. A subject may be reinforced and varied by relating it to other subjects. This kind of repetition is not the same as that used for the slow learner, where patient drill—sometimes rhythmic drill—is used to aid primary comprehension.

Help your child to be a good student. Excessive harshness and excessive laxity are both mistakes. The disciplined conditions which are necessary for good learning are exactly those conducive to the development of good character. Efficient study leaves plenty of time for recreation. It cannot continue if there is not time for proper rest and sleep. Teach your child to do the task in the time allotted, as, in all walks of life, there are deadlines to be met.

Reward your child for good studying. He needs praise. You would give a horse that you were training a lump of sugar for doing well. Give your child a proper reward: encouragement and inspiration.

HOW TO STUDY

Extracts from the Naval Bulletin, "Studying for Your Navy Wings"

SCHOOL AND THE SOUTH PACIFIC

In High School or College, if you made a grade of 90 in some course, you were good. Out in the South Pacific, if 90 is your best grade in Navigation, you may still be good . . . but you'll soon be very wet and lonely. Pilots who have been out there say that there are only two grades in Navigation . . . 100 or zero.

In High School or College you may have studied to please your parents, to fool your teachers, or just to "get by." In naval Aviation Training, you'll be studying to get to your target area and to get back again. A wrong answer in school hurts no one but yourself. Off the deck of a carrier a wrong answer may mean the end of the road for you and perhaps a dozen tough fighters who are depending on you. For the first time in your life, you've got to learn to hit the 100% level.

The Navy is doing its part: it provides textbooks, instructors, training devices, moving pictures, and opportunities for field practice. It offers you the best Ground Training Courses in the world. But all of this . . . together with all of your Flight Training . . . won't get you to your target and back again, unless you hit the 100% level.

So you're going to study. Your life and the lives of others depend on it. Trouble is, you're not used to studying for 100% accomplishment. You're probably used to 60%, 75%, or . . . if you were "good" . . . 85% accomplishment. Now you've got to hit 100% . . . for your country, if you're patriotic; and for your own survival, if you insist on going to bedrock.

Face Fact Number One, then: the methods that got you by at the 75% level simply aren't good enough to help you to hit the 100% level. The Cure: Work harder.

"Got to hit 100%" you say, "Well, I'll work harder." Sounds good; but long and sad experiences show it doesn't mean much.

A man who has learned to swim only the "dog paddle" doesn't become a champion swimmer by working harder. No matter how hard he works at the dog paddle, he'll be a sucker for the lazy-looking fellow with the crawl. Hard work with poor methods can't bring more than fair results. But hard work with good methods rings the bell!

Same thing holds true about studying. "Dog Paddle" methods of studying won't do when you've got to hit the 100% level, and even hard work won't make them do. The only way you can hit the 100% level is to improve your methods of studying and then pour on the hard work.

This booklet contains six basic rules for effective studying. Nothing theoretical about them; they have all been given prolonged tests where results counted. Many have been checked with statistical precision by investigating scientists. They work. But they won't work if you don't try them. Don't be like the man who died because he bought the right medicine but never took any. Put those rules into daily use for a month; after that, you wouldn't be without them on a bet.

Rule 1 . . . DON'T TRY TO LEARN TO SWIM IN AN ARMCHAIR

Put in other words, this rule simply states that you must study by doing whatever you'll have to do later on. To learn to swim, you practice by getting into the water and moving your arms and legs. You won't get very far by sitting in your armchair at home and reading about it.

In the same way, the best method of studying laws of physics is to practice writing them out with the book closed. The best way of learning code is by listening to it and writing down the letters, not by staring for hours at pictures of dots and dashes. And the best way to master Navy Regs is to practice answering questions about them, not by listening to someone read the regs. In other words, there isn't much sense in re-

Editor's Note: Special thanks is due Dr. C. D. Killian who obtained permission to reproduce this material for use with his gifted children demonstration classes at Western Carolina College.

hearsing one way if you're going to have to use the material in some quite different way.

Yes, it's all very simple, but right here is where most students go wrong. They study physics by reading the basic laws over and over again. If they do this long enough, they finally get good at reading the laws. But no one ever asks them to read the laws in class or on an exam. Instead they are asked to write these laws out with the book closed. All right, then the best way to study them is to practice writing them out. Don't mumble them over to yourself; don't look at the pretty print and nod wisely, feeling that you know the laws. Above all, don't sit there fat, dumb, and happy, nodding brightly while your room-mate reads the laws from the book.

. . . Write them out. Check against the book (which is probably correct). Then turn your paper over . . . and write them out again.

Same way with everything you study. Learn to use the compass rose by using it, not by looking at it. It looks fine, but many a student has had trouble in getting from the compass rose to the route from Ottumwa to Memphis. If you'll get the bearing of a dozen courses in writing . . . the first evening, you'll know how to use the compass rose. If you just look at it, you'll probably find that it looks pretty on your charts.

To wrap it up, whenever you study and whatever you study, practice doing what you'll be called on to do later. Since you'll very seldom be asked in class to stand and read a passage to yourself, don't do much studying by reading to yourself. Practice writing things out; practice explaining laws and principles; practice working problems; practice applying formulae. Like many a student before you, you'll be surprised at what this one rule will do for you.

Rule 2 . . . IT'S THE EXTRA TRIALS THAT COUNT IN MEMORIZING . . .

Here's one that even the good students usually miss. Scientists have found that materials just-barely-learned fade out and are forgotten very rapidly. But they have also found that the trick is not to stop when the materials are just-barely-learned. Spend a few minutes right at that time, go over the just-barely-learned materials a few minutes more, and the fading out process is very greatly slowed.

You're familiar with the effects, even if you never heard of the scientific investigations. You've learned some law or formula while studying at night. You know you've learned it, all right, because you tried saying it aloud to make sure. Next day on exam, however, all that came out was hash. E?xd!* And then you decided that you just couldn't take exams!

But the exam didn't have anything to do with it. Trouble was that you had just-barely-learned the material. And stuff that is just-barely-learned doesn't hold up long. The whole trick is to take just a few minutes more and go over the law or formula a few times more, writing it out two or three times, after you are sure that you have it. Just try it and see for yourself!

Take Buys Ballet's law in Aerology, for example. Some fine day soon your neck may depend on knowing this law . . . and maybe the necks of two or three fine fighting men who are counting on you. If you work it over until you can just-barely-write-it-out-tonight, it won't last long. In fact, next time you need to use it, you'll probably wonder whether the law says right or left, and high or low.

The trick is to work it over until you can write it without looking at the book and then to turn your paper over and write it out again . . . and then do it again a few minutes later. It takes only a very short amount of added time to do this, but it makes a whale of a lot of difference in the result.

In other words, come back again for a few added cracks at anything you're memorizing after you feel sure that you "have it." And if certain things keep on turning up, over and over again in your work, it's a safe bet to keep on reviewing them until you have learned for all time. One reason you know your own name is that you've reviewed it so many times.

Rule 3 . . . DON'T PUT ON SO MUCH WOOD THAT YOU SMOTHER THE FIRE . . .

You already know about this rule in every day life but . . . if you're like most students, you don't carry it over into your studying.

When you go to a dance and pass along a reception line, meeting 127 people in five minutes, you know very well that you won't remember all their names. It isn't that you can't learn 127 names, but simply that, when the names are shot in one right after another, your memory throws in the sponge. You'll remember a few names (the pretty girl in red, for example) but some of these are sure to be wrong.

Knowing that this is so, our old friend Dilbert still crams for an exam by studying one law right on top of another or by "boning" on one formula right after another. It won't work that way. Remembering is something like packing plaster models. If you give each model time to dry, they'll pack all right, but if you pack them while wet, what comes out will be a mess.

If you've got to learn both Boyle's Law and Charles' Law in Physics don't ram 'em right in on top
of each
other. Learn Boyle's Law and (Rule No. 2) give it some extra licks while at bat. Then turn to something else for a few minutes before you tackle Charles' Law. Doesn't need to be long. Five minutes is enough; ten is still better. But if you'll give each law time to "dry" before you learn another, you'll come out way ahead of the lad who piles them in as fast as he can go.

Another secret is that the more alike two things are, the longer you want to give the first to dry before you hit the second at all. You don't have to sit and wait while something you have learned to "dry." You can use this time for studying something else. Just don't go back to more memorizing in the five or ten minutes that follow memorizing your first batch of material.

Even a good fire can be put out if you pile too much wood on before it gets a fair start. And even the best memory takes the count if you don't give the stuff time to soak in.

Rule 4 . . . MAKE YOUR WORK-PLACE FOR WORK ONLY

Scientists find that pigs make nice animals for training. Feed them always in one corner of the pen and they'll soon show a flow of saliva whenever they go into that corner. Give them an electric shock every time they go into another corner and they'll start to squeal the minute you push them over there.

People are even more that way. Places become signals for certain types of activities. If you have gone to church regularly ever since you were three, merely sitting down in a church puts you into a religious frame of mind. Seat you at a familiar table, and your whole digestive system shifts into high gear, without even waiting for you to start chewing.

Now it's up to you to take advantage of this situation. You can rapidly make your work-place become a signal to get to work; or you can easily foul up the whole situation so that it signals nothing more to you than a case of the jitters.

To get started right, pick a good place for studying and never use it for anything else. It may sound foolish, but it isn't. Remember, you didn't decide to start salivating when you sat down to the dining table; nature and your nervous system decided it without asking you.

So while you're in your study-place, stick to studying. If you simply must read a magazine article or write a letter or hold a bull session, move out of your study-place for the time being. Then go back when you're ready to work. You can fool yourself but you cannot fool your nervous system. If you stick to studying while you're in your study-place, pretty soon it will be easy and natural to study there. If you try to study and play from the same chair, your nervous system will get crossed signals and you'll jitter around a lot getting down to work. It's a lot easier to keep the signals straight.

While we're on the matter of study places, a few hints are in order. Don't pick an easy chair; it's already a signal for relaxation. Pick a straight chair. Get enough light and get the light source back of you. Doesn't make any difference whether the light comes over your right or left shoulder, so long as there's enough light on your page and not in your eyes.

Don't let the room get too warm or you'll go to sleep. Get your materials ready . . . all of them . . . before you start. And when you start, start with a bang: don't spend the first fifteen minutes trying to decide what to study.

Above all, move out if you're going to play. Make your work-place an unvarying signal to your nervous system that the decks are cleared for a session of serious work.

Rule 5 . . . WHEN YOU'RE FLYING OVER STRANGE TERRITORY . . . USE ALL THE SIGNPOSTS YOU CAN FIND ON YOUR CHARTS

The chart shows the pilot what to look for on the terrain. He doesn't just fly. He watches for "railroad under" on the ground up ahead and, when he can check that off below him, he keeps his eyes peeled for "small town with pond to East and water-tower to North." He isn't "just-looking"; he is always looking for something.

Yet many a student, faced with an assignment, sets his throttle at cruising, gets his fanny in a comfortable spot, and reads straight on through the assignment. He isn't looking for anything. He is "just-looking." Since he isn't looking for anything, he isn't likely to find very much. In fact his only profit may be righteous feeling that he has "studied" his assignment.

That's like flying "by instinct" when good maps are available. When your life depends on it, it's a sight better to use the maps. And there are lots of good maps available in any assignment.

First of all, run quickly over all the assigned pages to see what it's all about. Cover 40 pages, say, in five minutes, with the single idea of getting the lay of the land. Now you know in general where you're going. For example, your skimming shows that today's assignment covers the general topic of high-pressure areas and conditions that influence their movements.

Next begin to read carefully, using all the small signs you can find on the chart. Most textbooks use bold-face type headings, either in the margin or between paragraphs. They show you what specific things to look for. If the heading reads "Three Basic Tendencies of High Pressure Areas," look for these. When you find them, label them in the margin, 1, 2, and 3. Underline them. Much of the rest of the paragraph may be "filler" explanatory material, or stuff of secondary importance. But the author shows you that he regards these "Three Basic Tendencies as important." And the man who makes up your exams will do likewise.

Every author uses topic sentences which tell what paragraphs and sections are about. Look for these and then nail down (by underlining, etc.) whatever they point to. If the author uses italics, he is telling you to look twice at something.

A textbook that is well underlined, with important points numbered in the margin, is the best possible tool for efficient reviewing. A textbook with nothing marked in it is just another textbook when review time comes. The only way you can make sure of marking the important things is to be sure always that you are looking for something when you read. Use all the dope on the chart when cruising through an assignment. Don't ever "just look"; always look for something.

Rule 6 . . . KNOWING THE GROUND RULES WILL HELP YOUR BATTING AVERAGE

The five rules just given are major ways of helping to get that 100% level of performance you'll need when you're with the fleet. There are many other "ground rules" that will help along, provided you follow the first six. Let's list just a few.

(a) Spend 5 minutes reviewing the last assignment before you start the new one. This helps a lot in setting the old one firmly in mind; and it "warms you up" to tackle the new one.

(b) Look up words you do not understand; and look them up now. Studying in English is hard enough. When you study or attempt to learn principles or definitions containing words you don't know, you might just as well be studying in Chinese.

(c) Try explaining important points to other cadets. Many a principle that seems clear to you won't come out right when you try to explain it to your roommate. If you can't explain it to him, you can't handle it on an exam (or at 10,000 feet over New Britain!)

(d) Spread your studying out. Cramming the night before exams is hard on those plaster models. One hour a night per week on Physics is a whale of a lot better than seven hours on one night. (And the light in the Head is usually pretty dim for reading.)

(e) Don't worry about "concentration." It isn't something you inherit or something you have; concentration is what you do. If you know that your military effectiveness, your own life, and the lives of others depend on that 100% level . . . and if you follow these simple rules for studying . . . habits of concentration will develop. Don't worry about what grandfather couldn't do!

FINALLY . . . A WORD ABOUT EXAMINATIONS

Many a potentially useful Jap-killer has been lost to the Navy because of "checkitis" on examinations. This usually goes back to poor study habits which bring the lad to the exam without preparation he can depend on.

No need for that in your case. By following a half-dozen simple rules, you can be sure that you're really prepared. Feeling that you know your stuff is a wonderful medicine to cure "CHECKITIS"!

The rest is simple. If you come to a question you can't answer, let it go for the time being. Go ahead right through the questions and answer all you can without difficulty. If you don't do that, you may get so fouled up in your own slip-stream, worrying about one question, that you'll be unable to answer questions that you really have down cold.

So go ahead first and answer all the questions you're sure of. Then tackle the others, beginning with the ones you're pretty sure of. This will save you many a point.

Then be sure you answer the questions that are asked. There'll be hundreds of points lost by fellow cadets on the next examination because they gave the right answer to some question they thought was in the exam. READ THE QUESTION CAREFULLY: DON'T LOOK AT IT HASTILY AND THEN JUMP.

Study your assignment in terms of the type of exam that is usually given. If you get mostly multiple choice questions on exams in Aerology, work out your assignments that way. A man who can recite whole pagefuls of the text may be totally at sea when four attractive possible answers are laid out in front of him.

Last of all, and most important of all, make yourself realize why examinations are given by the Navy. True, you get marks on them and . . . if the marks are bad enough . . . you're bilged. But, once you get your wings, nobody cares what grades you got. Your rear gunner won't cheer for the "A" you got in Navigation if it turns out that your tanks are empty "somewhere in the Pacific."

So the Navy doesn't give exams in order to give grades. It gives exams so that you may find out what you do and what you don't. If you want to be Dilbert the Dunker, you'll get back each paper, sigh "Thank God that's over" and file the paper in your waste basket.

If you want to live up to what your Navy Wings will mean, you'll take each returned exam paper as a trouble-shooter's check sheet. Didn't know why stalling speed goes up in steep turns? Better find out . . . and be sure I'm right . . . TODAY. Failed that question on which side of a low to fly, did I? May need that to get back to my carrier a year from today, so I'll double check on it now.

Treated that way, exams are major checkpoints along your route to becoming a Naval Aviator. Treated the other way, they may some day make you return to boyhood habits, sitting in the front seat of a TBF with no book to guide you.

Seems funny to think that a little thing like inefficient study habits can keep a potentially great pilot on the ground; yet it's a fact . . . a most mournful fact. Some of the men who enter Naval Aviation training this month will be bilged before they ever get their hands on the stick or their feet on the rudder pedals. No one will ever know how well they might have flown, simply because they couldn't handle the job of studying well enough.

CUES TO SUCCESSFUL STUDY

J. Ned Bryan and Bruce Shertzer

PREFACE

The directors of the North Central Association Project on Guidance and Motivation of Superior and Talented Students have conducted many interviews and conferences with high school students in Project schools. A number of students have reported that one of their problems is how to study or prepare daily assignments in the various subject areas. They have pointed out, and rightly so, that different subjects require different skills and techniques.

To assist students with this problem, the STS Project staff asked teachers who represent different subject areas to prepare a very brief statement of the skills and techniques needed for efficient study in their own area of specialization. The following pages contain their suggestions.

INTRODUCTION[1]

Learning to study effectively is an effort that must be made by each person. Individuals differ in their habits and learning processes, and therefore, in their study habits. A method that is effective for one student is not necessarily effective for another. Some general cues might be useful to you in developing your own good study habits.

Your decision to want to learn successful study habits is a hopeful sign because it indicates that you have analyzed a situation and come to a definite conclusion. Study demands a driving motive, an intense desire to learn and achieve, an interest in things intellectual, and a "will to do" in your classroom work. You must have a desire to master the meaningful concepts and their application.

Once you have decided you have this drive, it is wise then to examine your study habits to see if they are efficient and effective. Your study aids may include notes taken in class, notes taken during private study of the textbook and of library reference materials, and your textbook, in which you have made marginal notes and underscored important ideas. These are all good aids to effective study because each involves techniques which help you comprehend and recall pertinent facts. Research investigators, however, have repeatedly demonstrated the possibility for improving the effectiveness of your study habits if you examine your own methods closely. Good study habits lie in developing "good form" in reading, listening, observing, and thinking.

Effective study demands concentration first of all. The ability to concentrate is largely governed by your surroundings and your own physical condition. The distractions to be withstood are of three kinds: distraction from surroundings (noise, lights, and so forth), distraction arising from one's body (fatigue, headaches, and so forth), and the distraction of irrelevant thoughts. The first, distraction from your surroundings, may be avoided by choosing a study place free of noise, conversation, and novel objects. To control body distractions means simply that you must avoid undue fatigue, maintain sound health and body vigor, eliminate eyestrain, and obtain comfortable lighting, heating, and ventilation. Irrelevant thoughts must be controlled by your own determination to check every such train of thought, as well as by the development of an interest in your topic and its applications.

Effective study demands also that you budget your day and adhere to your study time schedule. This will eliminate half the effort and worry concerning when and how you are going to complete your assignments. You must determine the details of your daily time schedule after a careful estimate of your actual capacity for work. In planning, make certain that the time you set aside for study lies during an uninterrupted part of the day so that you can complete your as-

[1]This section prepared by Duncan A. S. Pirie, Chairman, Mathematics Department, Denby High School, Detroit, Michigan.

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signments. A definite place to study is also important, for it will automatically lead you to assume a readiness for work.

When you study, do it actively. Learn by doing. Use your knowledge by thinking, talking, and writing about the things you are learning. Understanding a point always involves the remembering of related ideas and facts. You are using your knowledge when you think through a problem, draw new conclusions, or discuss issues with a friend. The using of knowledge in this way is not only the aim of your studying; it is the very essence of the study process. The material in books becomes a part of your mental equipment just so far as you succeed in tying it to the rest of your knowledge.

Finally—actually a postscript—no discussion of this kind would be complete without a word on cramming. This can be bad or good, depending upon whether it is a feverish last-minute effort to memorize masses of material which should have been learned during the course or whether it is a strenuous review designed to refresh your memory and to note the interrelations of topics by running over the main ideas dealt with in class.

FOREIGN LANGUAGE STUDY SKILLS[2]

Learning a foreign language is enjoyable, but you must work, and work consistently. A foreign language requires a great deal of time, but the time spent is rewarding. Much of what you do may seem repetitive but it is all necessary. Remember that you are learning a new set of habits, and you must repeat and practice until you have firmly established those habits.

The more visual impressions you get, the more thoroughly you will learn, and thus, the more thoroughly you will enjoy the new language.

Language learning involves listening, speaking, reading, and writing. Below are some suggestions to follow in developing ability in these areas of a new language:

1. Understand that sounds in the new language differ from those of your native tongue, and try from the beginning to imitate your teacher or a native as nearly as possible. Speak the new language at every opportunity. Use it with your classmates.

2. Find a study place at home where you can speak aloud for much oral practice is necessary.

3. Vocabulary lists in the text are important. You must learn the meanings and spelling of words as well as their correct pronunciation.

4. As you sit in class, try to think in the language patterns of the new tongue about the things you see around you. Try to express the thought that comes to you in the idiom of the language you are learning. For example, the modern language you are studying probably expresses a person's age by saying he "has — years." Remember such idiomatic usages, and do not try to produce foreign phrases to "match" English ones.

5. When you read the new language, read an entire sentence for its thought. Do not stop to look up every word you do not know. You will be surprised to learn that you can guess the meaning of many unfamiliar words from their use in the sentence.

6. After you have finished reading, make a list of words that you did not know and learn their meanings. In this way you will increase your vocabulary.

7. In the matter of writing, apply rules you have learned about the agreement of verbs with subjects and adjectives with nouns, and rules concerning word order. Again, remember, you are expressing ideas. You must always ask yourself how these ideas are said in the foreign language. As a rule, the speech pattern of a foreign language differs from that of English.

If you follow these suggestions, the new habits which you are forming should become firmly established.

STUDY SKILLS IN SOCIAL SCIENCES[3]

Many of the study skills that will help you in the social sciences are those that will also help you in other academic fields. However, the emphasis in content subjects such as his-

[2]This section prepared by Frances Stout, Chairman, Foreign Language Department, Crispus Attucks High School, Indianapolis, Indiana.

[3]This section prepared by Clarice Kline, Head, Social Studies Department, Waukesha High School, Waukesha Wisconsin.

tory, economics, sociology, and government is such that the following skills are absolutely essential.

1. READING SKILLS
   - A. How to skim—to read rapidly for a general idea
     1. Read headings and topic or lead sentences.
     2. Glance at captions of pictures, charts, and tables.
     3. Read some parts carefully.
     4. Look for main ideas.
   - B. How to read for detailed information, especially from unfamiliar material
     1. Skim. (See above).
     2. Read again carefully, looking for for the main points.
     3. Take notes on the main points.
     4. Review by asking yourself questions.

This brings us to the next main problem in studying social sciences. How does one select, plan, organize, and present findings in a systematic manner? This problem comes under the heading of research skills.

II. RESEARCH SKILLS
   - A. Define the topic or purpose of research
   - B. Selection of materials
     1. Get acquainted with the documentary books, source materials, almanacs, books going into detailed analysis of your topic.
     2. Use periodicals. If you do not know how to use the Readers' Guide, learn how.
     3. Use encyclopedias only when appropriate.
   - C. Making a study outline for class discussion and test reviewing
     1. Choose major headings.
     2. List important information under each heading. Look especially for causes, results, law terms, characteristics, and purposes.
     3. Do not write too much detail. Keep it in your own words.
     4. Try to follow an outline pattern. It will be easier to use.
   - D. Taking notes for preparing written and oral reports
     1. Use paper or cards of uniform size.
     2. Author, title of book, and page number goes on each paper on which you are taking notes.
     3. Organize these under major headings for your report.
     4. If you think some statement may be worth quoting verbatim, copy it on your paper along with exact source, including page number.
   - E. Preparing the report
     1. The written report
        a. Make a tentative outline or framework for the report.
        b. Using all information you have collected, write your first copy. Check your English usage. Write in your own words.
        c. Include an introductory paragraph and a conclusion. Avoid generalities.
        d. Rewrite, using any corrections or additions you have made.
        e. Use footnotes where necessary.
        f. Be sure to include a bibliography at the end. This is a detailed listing of all the materials you studied in preparing the report.
        g. Check for neatness and accuracy.
     2. The oral report
        a. Make a good outline of material to be covered by the report.
        b. Include in the outline any detail you want to use and might forget.
        c. Do not write out in detail and read to the class. An oral report is a talk and not an oral reading. Write your notes on cards to use.
        d. Prepare the bibliography.
        e. Plan an interesting way to present the material to the class. Do not forget to include an introduction, a conclusion, and, wherever possible, your own impressions.

One final work on skills that a student of social science needs to practice—and which will be equally essential in science and mathematics—is necessary. This pertains to the art of objective or critical thinking.

III. JUDGEMENT SKILLS[4]

A. Recognition of your own prejudices and the avoidance of prejudgment

B. Thinking critically

1. Look for the facts on all sides of a problem or a question.
2. Consult the experts in a field and use a variety of authorities.
3. Using the facts, form your own opinion and make your own decision.
4. Understand propaganda techniques and do not be misled by them.
5. Having formed an opinion, be willing to keep an open mind.

PROBLEM SOLVING SKILLS IN SCIENCE AND MATHEMATICS[5]

Problems are solved by a number of different methods. The most successful method seems to be the scientific method or a modification of it. It is therefore desirable that you try to develop this skill, which is man's most powerful tool for acquiring knowledge. The scientific method consists of the following definite steps: (1) identify the problem, (2) study all clues and facts bearing upon the problem, (3) make the best tentative explanation, (4) test the explanation or solution by experimentation or other means, (5) accept or reject the explanation or solution on the basis of the evidence discovered from the test, (6) draw a conclusion. The ability to use the scientific method will develop as you solve each new problem. The following suggestions are guides to help you develop problem-solving skills by using the scientific method.

First and foremost you must realize that it is your responsibility to find a solution to your problem. Solve the problem honestly and fairly, or it does you little good as a real learning experience. You must have the desire to succeed and a natural curiosity about cause-and-effect relationship.

The first step is to find or define the problem. In many classes problems are found in the assignment text, but there are many other sources of interesting problems. Try to find problems which are related to the subject matter discussed in the text. They can be found in the home, in the community, from the parents' professions, or from outside reading material. Make one clear statement as the problem.

Avoid jumping to conclusions at this point. Your next task is to assemble and study the facts and clues bearing upon the problem. Leave the solution of all little subproblems until the main problem has been solved. Keep your mind free so that you can attack the main problem with persistent and concentrated attention. Set down the facts which have been established by previous study, and put existing information down in proper order. Your success in carrying a problem through to completion may well depend on how easy it is to review information.

One of the more difficult skills to master in problem solving is organizing the overall plan of attack. First, your must obtain enough conclusive evidence to support or reject any explanation of the problem you may wish to make; and second, you must survey the resources available. By resources is meant such things as knowledge gained in the past, laboratory equipment necessary for the solution, and sources of other pertinent information. Once these factors have been considered, a plan for testing the explanation or solution can be formulated. In problems involving mathematics this step would consist of a set of formulas which would yield the answer on which you could base your conclusion.

Test the explanation or solution by experimentation or other means. In problems involving mathematics this step is the employment of formulas. In experimentation it is necessary to employ certain pieces of apparatus to test the explanation or solution. When you do this, you must consider your ability to use the equipment. Take the time to practice manipulating the apparatus so that you can be sure that the information you derive from the device is correct. If you need more time than is allowed in the regular class period, ask the instructor to let you practice working with the equipment before or after class. Sometimes you can improve

[4]Consult materials available from Junior Town Meeting, 400 South Front Street, Columbus 15, Ohio.

[5]This section prepared by Robert Wymore, Chairman, Science Department, Laramore High School, Laramore, North Dakota.

your ability by watching the instructor use the equipment. If you are in doubt about how to work any apparatus, ask the instructor for special help. Repeat the testing a number of times to assure yourself of the accuracy of your data. Keep the data you have collected in good order because you will use this information in conjunction with information gathered from other sources, to draw your conclusions.

If the mathematical answer for your problem is correct, you may assume that your method of testing was suitable and go on to make any conclusion that might be necessary. In experimentation, you must decide either to accept or reject the explanation or solution on the basis of information derived from the test. If you have obtained conclusive evidence which supports your explanation, you may go on to draw your conclusion.

In drawing a conclusion, practice inductive reasoning, that is, move from the particular to the general. Base your conclusion on the facts you derived from the problem. Discuss your problem and conclusion with your instructor or some interested person.

You can develop your ability to solve problems by adopting a sound method and getting enough practice to master each step involved. The ability to solve problems is well worth developing. It has been and will be through the ages man's best means of gaining knowledge.

STUDY SKILLS IN ENGLISH[6]

Study skills in English classes will be applicable in other school subjects as well as in other situations outside the classroom, because language is the medium through which we learn many things. Therefore, developing effective skills in reading and writing will assist you in many ways.

If your assignment is principally one of reading, determine, first of all, the type of literature. Awareness of the type is important because different techniques of study are used with each type. Thus, you will sometimes be reading informative literature (textbooks, essays, or magazine articles); at other times you will read fiction (novels, short stories, or plays); at still other times you will read imaginative literature (poetry and portions of fictional writing).

In reading informative literature, you will observe that the chapters of textbooks, for example, are divided into topics with headings that summarize the content of these topics. A quick reading of these topical headings will provide you with an understanding of the scope of the assignment. After you have read the topical headings, read each section carefully. Then ask yourself how the section relates to the heading and to the total reading assignment.

When you have completed the reading, review the material by asking yourself questions about what you have read.

In reading fiction, a novel, for example, you will follow the chain of events that develop the story. Besides enjoying the story, observe how the author characterizes his people, how he introduces the details of the environment, how he describes places and individuals, and how he appropriately chooses his words.

In reading imaginative literature such as poetry, you probably trying to understand a form with which you are somewhat unfamiliar. If possible, read the poem aloud to catch the rhythm and the flow of words. Then read the poem silently and strive to state the idea which the poet is developing. Finally study the imaginative details, mostly comparisons called similes and metaphors.

No matter what the reading assignment, make frequent references to your dictionary.

How do you study an assignment in which you have been directed to write? First, list carefully and note down exactly the teacher's directions. Second, write down, without too much hesitation, whatever comes to your mind relative to the assigned subject. Third, put the writing aside for whatever time the assignment permits. Fourth, revise carefully your first draft. Refer constantly to the dictionary or to your textbook on grammer so that your finished product will be as free from errors as possible.

[6]This section prepared by A. T. Almer, Chairman, language Arts Division, J. Sterling Morton High School. Cicero, Illinois.

In addition to the suggestions given above, to improve your ability as a reader, devote as much time as possible to unassigned reading. To make your writing correct and put variety into it, study the work of effective writers, sentence by sentence and paragraph by paragraph. These two self-helps will strengthen you as a reader and help to develop you as a writer.

CHECK LIST OF STUDY HABITS[1]

The steps outlined below summarize the material presented and serve as a guide to help you study better. After each of the following statements, put a check mark in the column you think most nearly describes your study habits now. Then go to work strengthening your weak points.

GENERAL STUDY HABITS

	Always	Sometimes	Never
1. I have a definite time for studying each night	___	___	___
2. I have a quiet, well-lighted place to study.	___	___	___
3. I plan my work wisely so as to get it all done.	___	___	___
4. I use my free period at school for studying.	___	___	___
5. I start to work immediately without wasting time.	___	___	___
6. I check my tendency to daydream.	___	___	___
7. I know exactly what my assignments are.	___	___	___
8. I get my written assignments in on time.	___	___	___
9. I do my best to keep physically fit.	___	___	___

SPECIFIC STUDY HABITS

1. I outline my work using heads and subheads.	___	___	___
2. My notes are brief and to the point.	___	___	___
3. I reread sentences I do not understand.	___	___	___
4. I try to draw my own conclusions as I study.	___	___	___
5. I select the main thought in each paragraph.	___	___	___
6. I try to anticipate what the author is doing.	___	___	___
7. I keep a dictionary handy and use it.	___	___	___
8. I make my own notes instead of copying from other students.	___	___	___
9. I pay particular attention to maps, charts, and graphs.	___	___	___

[1]Reprinted by permission of Hot Springs High School, Hot Springs, Arkansas.

Bond, Horace, N. "Wasted Talent," p 116-137, in Ginzberg, E., THE NATION'S CHILDREN, 2 DEVELOPMENT AND EDUCATION. Columbia U. Press, N.Y.: White House Conference on Children and Youth, 1960, Pxvi-242. Hypothecates that points of view at opposite poles may illuminate the problem of talent discovery, as well as its nurture.

* * *

Breinholt, V., Reed, M., and Mikesell, E., "Speech Therapy for the Gifted." INSTRUCTOR. 69 (April 59) 94-5. Discusses the problem of reaching the gifted pre-adolescent who has a speech problem. Suggests creative teaching which appeals to widening interests while reinforcing necessary speech skills is needed.

* * *

Bynum, R. E. "School Library and the Accelerated Curriculum." SCHOOL AND COMMUNITY. 45 (April, 1959) 16-17. Provides suggestions on how school libraries can gather materials to better meet the needs for intellectually alert students.

* * *

Carson, R., YOUR CHILD MAY BE A GIFTED CHILD. New York: Public Affairs Pamphlet, No. 291, 1959, Pp 20. Written in a popular style, but well organized, giving an overview of problems and practices for the gifted.

* * *

Denny R., HOW TO CHALLENGE THE GIFTED IN ARITHMETIC. Des Moines, Iowa: The Denny Press, 1959, Pp. 39. Lists some 39 sources for free and inexpensive materials, of interest to both parents and teachers of gifted, plus suggestion for field trips and filmstrips.

* * *

Davis, F. B., and Lesser, G. S. THE IDENTIFICATION AND CLASSROOM BEHAVIOR OF ELEMENTARY-SCHOOL CHILDREN IN FIVE DIFFERENT MENTAL CHARACTERISTICS. N. Y.: Education Clinic, Hunter College, 1959, Pp. 53. Findings suggest that observable differences exist in first grade children gifted in verbal reasoning ability, as compared with spacial, or numerical facility groups, and that the differences are identifiable through testing.

* * *

Frazier, Alexander, Editor, LEARNING MORE ABOUT LEARNING. Washington, D.C.: Assoc. for Supervision and Curriculum Development, NEA, 1959, P. v-87. Though chiefly of general interest, the chapter on Personality Theory by Combs has special implications for the education of the gifted.

* * *

Gossard, P. "Gifted Have Their Day." INSTRUCTOR. 68 (June, 1959) 39-40. Describes elementary centers for fifth and sixth grade gifted pupils who attended special classes one day per week. Children were required to keep up with regular class work as well.

* * *

Green D. A. and Schmeding, SUGGESTED TECHNIQUES FOR CONDUCTING TALENTED STUDENT FOLLOW-UP STUDIES. Athens, Ohio: Center for Educational Service, College of Education, 1959, Pp. 36. Reports on methods used in following up the achievement of talented high school students in the schools of Southeastern Ohio and Northern W. Virginia.

* * *

Hersey, John., INTELLIGENCE, CHOICE AND CONSENT. New York: The Woodrow Wilson Foundation, 1959, Pp. 28. Describes the environment of an underprivileged gifted child as making her eligible for the position of a leading candidate for the American Talent Scrap Heap.

BOOK REVIEW

Terman, Lewis M. and Oden, Melita H. THE GIFTED GROUP AT MID-LIFE. Stanford University Press, 1959, 187 pp. Price $4.50.

Reviewed by: John Pearson, Senior Psychologist, Mayo Clinic, Rochester, Minn.

This is a book that everyone with more than a passing interest in the gifted should read and that most will want to acquire for their personal libraries. Volume V in the series, GENETIC STUDIES OF GENIUS, the book provides an objective but dramatic account of the life experiences in the past 35 years of the 1500 individuals first identified and studied as gifted children at age 11 years. In every respect, the volume is a fitting memorial to the particular genius of the senior author, who personally wrote four of the 11 chapters before death closed his career.

With the current wave of recognition throughout the Western World of the importance to all humanity of recognizing and encouraging exceptional talent, the longitudinal studies by Dr. Terman and his associates stand almost unquestioned as the most important single source of information on which to base future plans and programs. The current report is particularly valuable in that it contains a comprehensive summary of the methods and findings presented previously in volumes I, III and IV of this series. One of the few disappointments to the reviewer in the present work was the failure to include a chapter summarizing volume II, THE EARLY MENTAL TRAITS OF 300 GENIUSES, by Catharine M. Cox and contrasting these reports on many eminent individuals of history with the factors that contributed to the mature achievements of Dr. Terman's group of gifted children. Perhaps we may look forward to a future volume by one of Dr. Terman's associates which would bring the work undertaken in volume II up to date as regards the early developmental characteristics of men of genius on the contemporary scene. The present authors take pains to point out that although the 1500 gifted children have produced a large number of truly eminent and creative individuals, no one of them has achieved the status of a Darwin or an Einstein and we do need to know more about the recognition and development of potential of this kind or degree.

The general conclusions from the present volume have been adequately reported in the popular press, confirming earlier predictions that the 1500 gifted children would continue to demonstrate, as a group, marked superiority as regards intelligence-test results, educational attainment, economic productivity, physical health and emotional stability. The book documents these evidences in a manner typical of Dr. Terman's thorough-going research orientation. This makes the book invaluable for any worker with the gifted, though it still retains characteristics of journalistic style which make it fascinating reading for the interested layman.

One wonders what the total effect of the volume will be on American education. Hopefully, it will stimulate parallel investigations by other authorities in similar longitudinal studies. Particularly, one would hope that increased attention can be given to the 10 per cent of gifted children that the authors estimate were missed by the methods of selection employed by Dr. Terman involving an undesirable degree of dependence on teacher nominations. The authors have reiterated their conviction expressed years ago that our educational system should be modified to incorporate a general policy of acceleration for children with I.Q. more than 140 to permit college entrance by age 17. Previously, this recommendation fell essentially on deaf ears. It will be interesting to observe whether or not the educational climate has actually changed as a result of the current enthusiasm regarding the gifted.

THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN TAKES PLEASURE IN ANNOUNCING THE SIXTH ANNUAL ESSAY CONTEST FOR PARENTS AND TEACHERS

The Topic Is

"Freedom and Acceptance for the Gifted"

Toynbee the historian has indicated that creativity is a result of dissatisfaction with the status quo. This may be one of the initial motivating factors present in the global environment of the gifted. However an essential change takes place in this environment if the gifted are to be enabled to be productive. Studies on creativity, as well as interviews with gifted persons in the fields of art, music, theatre, literature and science have revealed that an essential ingredient in the climate which is most conducive to creativity is freedom. It becomes apparent that some of the derogatory terms by which the gifted have been called may act as depressents rather than facilitators. How can "Freedom and Acceptance for the Gifted" be promoted? Share your ideas with NAGC.

Please note:

1. Essays are to be typewritten, from 500 to 1,000 words in length.
2. Entries should include, on a separate sheet of paper, the writer's name, address, business or school connection, grade, subjects and fields taught.
3. Manuscripts should be addressed to The Contest Committee, NAGC, 409 Clinton Springs Ave., Cincinnati 17, Ohio, and postmarked no later than May 15, 1960.
4. The essay judged best will be reprinted in THE GIFTED CHILD QUARTERLY. In addition first, second, and third prize winners will be honored with special Certificates of Merit.

The next issue will list course offerings in Psychology and Education of the gifted child for the coming summer. Please help us make this schedule as complete as possible by submitting pertinent data for these courses to NAGC Headquarters.

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2. Gives program assistance to all interested groups.
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4. Helps subsidize programs at all levels.
5. Encourages research.
6. Sponsors an annual essay contest to stimulate interest in the gifted.
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